## **Contents**

Ack	nowledgements	<i>Page</i> 8
Introduction		9
1	Learners  Reasons for learning  Different contexts for learning  Learner differences  The importance of student motivation  Responsibility for learning	11
2	Teachers  Describing good teachers  Who teachers are in class  Rapport  Teacher tasks  Teacher skills  Teacher knowledge  Art or science?	23
3	Managing the classroom  Classroom management  The teacher in the classroom  Using the voice  Talking to students  Giving instructions  Student talk and teacher talk  Using the L1  Creating lesson stages  Different seating arrangements  Different student groupings	34
4	<ul> <li>Describing learning and teaching</li> <li>Children and language</li> <li>Acquisition and learning</li> <li>Different times, different methods</li> <li>Elements for successful language learning (ESA)</li> <li>ESA lesson sequences</li> <li>ESA and planning</li> </ul>	46

5	<ul> <li>Describing language</li> <li>Meaning in context</li> <li>The elements of language</li> <li>Forms and meanings</li> <li>Parts of speech</li> <li>Hypothetical meaning</li> <li>Words together</li> <li>Language functions</li> <li>Text and discourse</li> <li>Language variables</li> </ul>	59
6	<ul> <li>Teaching the language system</li> <li>Teaching specific aspects of language</li> <li>Explaining meaning</li> <li>Explaining language construction</li> <li>Practice and controlled practice</li> <li>Examples of language system teaching</li> <li>Mistakes, slips, errors and attempts</li> <li>Correcting students</li> </ul>	81
7	<ul> <li>Teaching reading</li> <li>Reasons for reading</li> <li>Different kinds of reading</li> <li>Reading levels</li> <li>Reading skills</li> <li>Reading principles</li> <li>Reading sequences</li> <li>More reading suggestions</li> <li>Encouraging students to read extensively</li> </ul>	99
8	<ul> <li>Teaching writing</li> <li>Reasons for teaching writing</li> <li>Writing issues</li> <li>Writing sequences</li> <li>More writing suggestions</li> <li>Correcting written work</li> <li>Handwriting</li> </ul>	112
9	<ul> <li>Teaching speaking</li> <li>Reasons for teaching speaking</li> <li>Speaking sequences</li> <li>Discussion</li> <li>More speaking suggestions</li> <li>Correcting speaking</li> <li>What teachers do during a speaking activity</li> </ul>	123

10	<ul> <li>Teaching listening</li> <li>Reasons for listening</li> <li>Different kinds of listening</li> <li>Listening levels</li> <li>Listening skills</li> <li>Listening principles</li> <li>Listening sequences</li> <li>More listening suggestions</li> <li>Audio and video</li> </ul>	133
11	<ul> <li>Using coursebooks</li> <li>Options for coursebook use</li> <li>Adding, adapting and replacing</li> <li>Reasons for (and against) coursebook use</li> <li>Choosing coursebooks</li> </ul>	146
12	Planning lessons  Reasons for planning  A proposal for action  Lesson shapes  Planning questions  Plan formats  Planning a sequence of lessons  After the lesson (and before the next)	156
13	<ul> <li>Testing</li> <li>Reasons for testing students</li> <li>Good tests</li> <li>Test types</li> <li>Marking tests</li> <li>Designing tests</li> </ul>	166
14	<ul> <li>What if?</li> <li>What if students are all at different levels?</li> <li>What if the class is very big?</li> <li>What if students keep using their own language?</li> <li>What if students don't do homework?</li> <li>What if students are uncooperative?</li> <li>What if students don't want to talk?</li> <li>What if students don't understand the audio track?</li> <li>What if some students finish before everybody else?</li> </ul>	176

Task File	186
Task File Key	
DVD Task File	
<ul> <li>Appendices</li> <li>Appendix A: Classroom equipment, classroom technology</li> <li>Appendix B: Useful organisations and websites</li> <li>Appendix C: Chapter notes and further reading</li> <li>Appendix D: Phonemic symbols</li> </ul>	252
Glossary	268
Index	